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# Our mission statement

Through valuing every individual, as made in God's image, we will **learn**, **flourish**, and **celebrate truth**.

# Purpose of this policy

The aims of the policy are to inform all individuals of our content in relation to Career Education and Guidance Policy. This is often referred to as Careers Education Information Advice and Guidance (CEIAG). To provide outstanding careers education, information, advice and guidance in order to ensure that each young person has high aspirations and is fully prepared for their next steps in learning, training or employment beyond their time at our academies.

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# ****1. Introduction****

The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in years 7-13. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given.

Careers guidance must include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

The CEIAG Policy should be read in conjunction with:

* Statutory Guidance for CEIAG
* Careers Guidance and Access for Education and Training Providers
* The Gatsby Benchmarks for CEIAG
* Work Experience and Work Related Learning Policy
* Child Safeguarding Policy
* Equality and Diversity Policy
* Data Protection Policy
* Provider Access Policy
* The Baker Clause

## Commitment:

To develop a whole school approach to CEIAG by providing a planned programme of activities within and outside the curriculum by:

* Providing a comprehensive curriculum programme relating to clear learning outcomes for careers education, defined by the CDI framework
* Allowing access for all students to independent and impartial careers guidance from a matrix accredited external organization
* Ensuring support for all students to make a successful transition through tutorial and mentoring systems
* Strategically managing and coordinating the services from commissioned and publically funded free at source providers to ensure best use of resources
* Achieving, and maintaining currency of, a nationally accredited Quality in Careers Standard.

# 2. Careers Education, Information, Advice and Guidance Policy and Procedures

In September 2022 the statutory Careers guidance and access for education and training providers was released. The government’s career strategy is determined to build a world-class system that will help young people choose the career that is right for them.

It is expected that:

* Maintained schools, special schools and pupil referral units in England to secure independent careers guidance to pupils in school years 8 to 13. The Act extends the duty to all pupils in state-funded secondary education, meaning that schools must now secure independent careers guidance from year 7.
* Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.
* There will be an increasing need for schools and colleges to work in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education or training

Our outstanding careers guidance and support will guarantee students have clear, aspirational and realistic goals for their future study. This will secure increased motivation, greater 5 attainment, higher self-esteem, and ever reducing drop-out rates, leading to all our learners securing meaningful and engaging employment.

We are committed to providing both independent careers guidance and a highly structured careers programme as the legal entitlement of all pupils within CCSA. Excellent careers, information, advice and guidance prepares pupils to make appropriate choices in order to be successful in adult life. Our careers, information, advice and guidance (CEIAG) programme will enable pupils to make informed educational and careers decisions which are aspirational yet match their abilities and needs.

The aims are that all pupils should:

* Encourage all pupils ambitious, explore their creative aspirations or broaden their horizons by climbing their own personal mountain.
* Have the opportunity to undertake a variety of work-related activities and experiences (dependent on age and appropriateness)
* Understand themselves and develop their capabilities
* Understand and investigate careers and opportunities through developing information literacy
* Be aware of education, training, career options and pathways
* Make appropriate choices about their continuing education and career paths at each stage in their transition
* Manage transitions to new roles and situations, and link what they learn the academy with life outside and their future steps
* Work with parents to encourage motivation and ambition
* Be constantly encouraged to be highly aspirational and to tackle stereotypical assumptions
* Have access to a cohesive Careers Education Information, Advice and Guidance programme for Year 7 through to Year 11, and Yeats 12 and 13 for our Post 16 pupils
* Be aware of the local and national labour market and have access to labour market resources
* Develop employability skills such as interview preparation, CV writing and letters/statements of application

## Roles and Responsibilities

Our academy LAB have responsibility for holding the SLT to account for:

* Ensuring all pupils are provided with independent careers guidance from Year 7 to Year 13
* Ensuring that arrangements are in place to allow a range of education and training providers to access pupils
* Ensuring all pupils are able to self-refer to an independent and impartial provider of careers, education, advice, including advice on apprenticeships and technical routes as well as alternative-16 providers
* Ensuring that no pupils is discriminated against as a result of any protected characteristics
* Ensure that the academy has a designated careers lead.

The SLT is responsible for holding the careers lead to account and ensuring:

* They are up-to-date with the latest developments around Careers, Education, Information, Advice and Guidance and local and national information on careers and pathways
* They understand and can articulate national and local labour and work force trends
* They are working towards a clear plan to meet all aspects of The Gatsby Benchmarks
* They are using this compass tool to evaluate the academies’ offer and to work towards the Quality in Careers Standard / The Careers Mark
* They are committed to keeping up-to-date with all initiatives and legislation and undertaking a recognised careers advisor qualification, and working with a professional who is qualified up to Level 6
* They will work to achieve the national charter mark for CEIAG
* The CEIAG programme is reviewed and evaluated on an annual basis with pastoral teams
* There is a planned programme of advice and guidance for all pupils
* Links with further education, universities apprenticeship provider, employers and the impartial CEIAG provider are maintained
* They contribute to our staff professional learning programme so that all teachers are up-to=date with relevant advice and guidance and contemporary labour marker information.
* They review the policy and publish and up-to-date academy career programmes and a statement on provider access on the academy website
* They work with the academy librarian, to ensure that careers literature is up-to-date and relevant
* They ensure that Post-16 pupils are educated about the 16-19 Bursary Fund and that all young people are expected to be in education or training until the age of 18 year
* They organise workshops, assemblies, careers days and work experience relevant to the needs of all pupils
* They liaise with SENDCos to ensure that CEIAG is appropriate for children with additional needs and the needs of the most vulnerable pupils are met
* They liaise with DSLs to ensure that CEIAG is appropriate for vulnerable children, particularly those with a social worker and those diagnosed with Mental Health issues
* They analyse destination data to assess the suitability of the CEIAG programme
* They robustly track destinations to support the evaluation of the quality of the academy careers programme
* They ensure that they work to ensure the academy has a 0% NEET
* They provide appropriate information, as necessary for other agencies to support pupils in their career choices, for example those not in education, employment or training after their GCSE examinations

Provider access

## Provider access policy statement

We have a duty to provide children in Years 7-13 with access to providers of Post-14, Post-16 and Post-18 education and training. At the back of the policy, is a list of how these obligations have been met, what their CEIAG provision consists of and how they are working towards the Gatsby Benchmarks.

## Access requests for providers

Any provider wishing to request access should access the careers leader. To assist providers, CCSA provides a full list of CEIAG annual programme. Speakers will expect to be supervised in line with our Child Protection and Safeguarding policy. Providers are welcome to provide prospectuses for our Careers Library in each academy.

Pupils who are leaving the academy at Year 11 will have guided support from a careers advisor in order to aid their transition to an alternative pathway.

The careers advisor will keep parents informed regarding alternative Post-16 options and advice.

All KS3 pupils will receive a careers education module within Personal Development relevant to their option choices.

Information and guidance will be provided at key points of transition; for example, GCSE options in Key Stage 3 and Post-16 options in Key Stage 4

## Provider access statement

This statement sets out our academy’s arrangements for managing the access of providers to pupils at the academy for the purposes of giving them information about the provider’s education or training offer.

This complies with the academy’s legal obligations under Section 42B of the Education Act 1997.

## Management of provider access requests

Opportunities for access Our provision includes various opportunities for pupils to access a range of events. There are mainly integrated into the careers programme and curriculum (see above). Therefore, these events are delivered internally with contributions from external providers, where appropriate.

## Procedure

A provider wishing to request access should contact the careers lead. Local providers are invited to key relevant events. Our Trust’s Safeguarding and Child Protection Policy sets out the academies approach to allowing providers into the academy as visitors to talk to our pupils.

## Impact of our careers programme

We will measure the impact of our programme by considering the following: primarily our NEET figure which we aim to be 0%; the aspirations of our pupils (pupil voice); Post-16 retention (for our college) the number in Post-16 applying to Russell Group universities; and the retention rate at university.

## What learning opportunities are available for pupils?

Examples of learning opportunities are as follow: Year 7 induction, visiting speakers, university visits, careers event, CEIAG interviews, parental meetings, information evenings.

## Record keeping and data protection

We maintain a record of all CEIAG activity. This includes details of each pupils’ experiences linked to them receiving provision that meets the Gatsby Benchmarks.

We keep such records confidentially and securely in accordance with our Trust’s Data Protection policy, which is available on our Trust’s website.

Such records may include information held on a recording device, if its use was deemed appropriate at any stage of the process to aid communication or the recall of information

# 3. Related policies, guidance, and statute

The list below outlines policies, additional resources from the trust or external agencies, and statutory guidance related to this policy.

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| **Item 1** | [Good Career Guidance | Education | Gatsby](https://www.gatsby.org.uk/education/focus-areas/good-career-guidance) |
| **Item 2** | [New Careers Framework (2015) (thecdi.net)](https://www.thecdi.net/New-Careers-Framework-2015) |
| **Item 3** | [Careers guidance and access for education and training providers - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools) |
| **Item 4** | [Careers strategy: making the most of everyone’s skills and talents - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents) |